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ABSTRACT

This handbook, directed to administrators and program planners, provides guidelines for implementing the Continuing Education Unit (CEU), the basic unit of measurement for organized continuing education activities. The Standard Nine Study, a survey of 415 of the 560 member institutions of the Southern Association of Colleges and Schools, revealed inadequate record-keeping of noncredit activities. In response to this study, criteria for awarding individual CEU's business and organizational uses, reporting requirements, record keeping, and funding are discussed. The CEU can also serve in other institutional roles: (1) coordinating all noncredit program accounting, (2) providing a realistic base for budgeting, (3) measuring teaching and administrative work loads, (4) measuring resource utilization, and (5) providing accurate analysis of total educational program. A 36-page appendix includes the Standard Nine, the National Task Force Statement, and model plans and forms of the University Systems of Georgia, Virginia, and Florida. (MW)

ED 089135

THE CONTINUING EDUCATION UNIT

GUIDELINES AND OTHER INFORMATION

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Commission On Colleges
Southern Association of
Colleges and Schools

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TABLE OF CONTENTS

Preface

Introduction 1

National Need 1
The College Commission 1
The Standard Nine Study 1

General Information and Guidelines on the
Continuing Education Unit 2

Awarding of the CEU's to Individuals 2
Criteria for Awarding Individual CEU's 3
Utilizing CEU's for Institutional Accounting 4
Criteria for the CEU/Institutional Accounting 4
General Use of the CEU 5
Administration 5
Other Uses of the CEU Within the Institution 6
Academic Uses of the CEU 6
Retroactive Uses of the CEU 7
Business, Industry, and Organizational Use of the CEU 7
SACS Reporting Requirements 7
Record Keeping 8
Funding 9
Inter-Institutional Cooperation 10

Regional Data System 11

The National Task Force 11

Appendices 12

A. Standard Nine 13
B. The National Task Force 16
C. Institutional Enrollment Form 19
D. Model Plans and Forms 21

University System of Georgia 22
State Council for Higher Education for Virginia 32
Florida Community College System 42

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PREFACE

The Commission on Colleges of the Southern Association of Colleges and Schools presents this handbook of guidelines and other information on the use of the Continuing Education Unit (CEU) as an administrative tool for use by the member institutions in implementing Standard Nine, Special Activities, of the College Delegate Assembly.

At this time, these guidelines will be considered tentative until further experience is gained by the member institutions through a utilization of the CEU as an institutional accounting of the non-credit courses, programs, and activities of the institution. This unit, when combined with the credit units in terms of FTE, will give more accurate data on the total educational program of the institution.

Appreciation is expressed to the National Task Force which created the CEU, the Ad Hoc committee of representatives from member institutions, and the staff of the Commission for the development of this handbook.

Gordon W. Sweet
Executive Secretary
Commission on Colleges

INTRODUCTION

National Need

Recent studies have revealed an ever increasing role for non-credit educational courses, programs, and activities in institutions of higher education. The Johnstone[1] study released in the mid-1960's indicated that more than 25,000,000 Americans, exclusive of full-time regular students, are engaged in at least one education program annually. The Carnegie Commission[2] reports predict non-credit adult and continuing programs will become a major component of American education during the seventies and eighties. Institutions of higher education can play a significant role by providing relevant continuing education programs of quality for the professional agencies, business and industry, and the public in general and by providing guidance to others who will be producing similar programs outside of the education institutional structure.

The College Commission

The College Commission of the Southern Association of Colleges and Schools, in recognition of the growing importance of the public service role of its membership through adult, extension, and continuing education programs, recently revised Standard Nine, Special Activities, for adult, extension, and continuing education programs within the educational program of an institution.

The Standard Nine Study

The Standard Nine Study revealed that 415 of the 560 member institutions of the College Commission were involved in non-credit instructional programs and activities during the 1969-70 academic year. The study also revealed little effort on the part of the member institutions to appropriately record and identify non-credit activities from an institutional point of view and for the benefit

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[1]John Wallace Claire Johnstone and Raymon J. Rivera, Volunteers for Learning, A Study of the Educational Pursuits of American Adults (Chicago:Aldine Publishing Company, 1965).

[2]Carnegie Commission on Higher Education, New Students and New Places (New York: McGraw-Hill Book Company, 1971).

of the individual student. This same observation is also true for most non-educational institutional based instructional non-credit activities. A copy of Standard Nine may be found in Appendix A.

GENERAL INFORMATION AND GUIDELINES FOR USE OF THE CONTINUING EDUCATION UNIT

One of the major provisions in the revised Standard Nine is the adoption of the Continuing Education Unit (CEU) as a means of recording and accounting for non-credit courses, programs, and activities. The CEU is a *unit of measure* developed by a National Task Force. A summary of the National Task Force work in creating the CEU is included in Appendix B. One CEU is defined as "ten contact hours of participation in an organized continuing education adult or extension experience under responsible sponsorship, capable direction, and qualified instruction."

The Continuing Education Unit should be used within the institution in at least two ways. First, the CEU will serve as a unit of measure to give recognition for an *individual's participation* in non-credit activities which meet the appropriate criteria. Second, the CEU will serve as the *accounting unit* of an *institution's* total non-credit courses, programs, and activities.

Awarding of CEU's in Recognition of an Individual's Participation

The CEU should be awarded to individuals only for those non-credit activities which have been organized to provide unified and systematic instruction measurable in duration of time, subject to performance evaluation for the participant, and which meet the specified criteria. These criteria, at the least, are essential to an effective system of meaurement reflecting the quality of effort of the institution and having meaning for the individual.

Criteria for Awarding Individual Continuing Education Units

Standard Nine of the Standards of the College Delegate Assembly states, "The Continuing Education Unit should be used as the basic unit of measurement for an individual's participation in an institution's offering of non-credit classes, courses, and programs." In order to fulfill the above statement for measuring an individual's participation in and an institution's total offering of non-credit special activity programs, it is necessary that, in addition to the definition of the Continuing Education Unit, the following criteria be utilized before individual CEU's are awarded.

1. The non-credit activity is planned in response to an assessment of educational need for a specific target population.
2. There is a statement of objectives and rationale.
3. Content is selected and is organized in a sequential manner.
4. There is evidence of pre-planning which should include opportunity for input by a representative of the target group to be served, the faculty area having content expertise, and continuing education personnel.
5. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.
6. There is a provision for registration for individual participants and to provide data for institutional reporting.
7. Appropriate evaluation procedures are utilized and criteria are established for awarding CEU's to individual students prior to the beginning of the activity. This may include the evaluation of student performance, instructional procedures, and course effectiveness.

Individuals who participate in CEU activities meeting the specified criteria have individual records of their involvement submitted to and be available from the institution. Continuing Education Units will be assigned to programs in advance and awarded to individual participants who meet the criteria which have been determined in advance for satisfactory completion.

Utilizing CEU's for Institutional Accounting of Total Effort

Non-credit offerings which do not meet the *individual CEU criteria* should be classified as special activities of a public service nature and be accounted for *only* in terms of the institutional record CEU; no individual CEU's should be awarded. Normally these non-credit offerings will be less structured and more informal in nature. (See Criteria for Use of the CEU for Institutional Accounting.)

The accounting use of the CEU is an essential component of a uniform, non-credit record-keeping and reporting system. By combining the output of *individually awarded CEU's* and the output of *CEU's utilized for accounting purposes only*, an institution is able to determine the productivity of its total non-credit educational program. By reporting *CEU productivity* and *regular academic credit hours output* in terms of FTE, an institution's total educational effort can be more accurately reflected.

Criteria for Use of the CEU for Institutional Accounting

Non-credit courses, programs, and activities which do not meet the criteria necessary for awarding individual CEU's will be accounted for in terms of "institutional" CEU's in order to effectively measure an institution's total education effort in continuing education and other special activities. Individual CEU's *will not* be awarded for these activities and the maintaining of individual records *will not* be necessary.

Non-credit activities classified in the "Institutional Use" category normally will not include entertainment, social, and athletic types of events, and should meet the following criteria:

1. The activity is a planned educational experience of a continuing education nature.
2. The activity is sponsored by an academic or administrative unit of the institution qualified to affect the quality of the program content and to select and approve the resource personnel utilized.
3. Record of attendance is required for institutional reporting use and a file of program materials will be maintained by the administrative unit for special activities. Attendance records may be in terms of an accurate headcount.

General Use of the CEU

With the inclusion of the CEU as a part of Standard Nine, the following uses of the CEU are recognized:

1. An institution offering non-credit instructional programs and activities is required to implement the CEU as a uniform system of measurement for recognition of an individual student's participation and for institutional accounting.
2. The institution will need to establish a transcript type of record-keeping procedure for recording individual CEU non-credit activities.
3. Appropriate administrative procedures must be developed within the institution for the awarding of the CEU. The suggested procedures and criteria included in this handbook will serve as a guideline for the use of the CEU.
4. The number of CEU's to be awarded for each course or program should be determined in advance through the regular channels of the administrative unit responsible for special activities in cooperation with the appropriate deans and departments of the institution. The CEU may be awarded and recorded in decimal fractions.
5. The CEU is a flexible unit of measure for non-credit activities and may be used to record an individual's participation in formal classes, courses, programs, and informal or non-traditional modes of non-credit education including various forms independent study.

Administration

The role and function of the chief administrator for special activities is to determine in advance through designated administrative channels the appropriate classification and to specify the number of CEU's which may be awarded.

Standard Nine requires that the administrative policies, procedures, and services appropriate to conduct the non-credit activities should be developed and administered by the administrative unit for special activities and academic organization of the institution. The registrar's office will serve these activities by developing for the special activities unit mechanisms for maintaining permanent records of an individual's involvement in special activities.

Other Uses of the CEU Within the Institution

The Continuing Education Unit can serve several significant roles within the educational institution. Some of these are:

1. Effective internal coordination and accounting (records) of all non-credit classes, courses, and programs.
2. Provision of a realistic base for budgetary and funding formulas for non-credit educational activities.
3. Provide a base for the measure of faculty and staff participation in non-credit educational activities---both administrative and teaching loads.
4. Serve as a reliable measure of resource utilization, such as space and equipment for non-credit activities.
5. Can be combined with records of credit activities to give an accurate analysis of the total educational program of an institution in fulfilling its stated role and purpose.

Academic Uses of the CEU

With a uniform use of the CEU by academic institutions, business and industry, and professional organizations, an institution may develop academic uses for the CEU, such as,

(1) Evaluation of employer or organization-developed non-credit learning experiences;

(2) Evaluation and measurement of non-credit learning experiences which may be accepted in lieu of academic credit programs toward a degree. [In such a case, an institution will need to develop evaluation procedures and/or utilize examinations such as CLEP for acceptance of the CEU in an academic degree program.]

(3) Serve as a means of evaluating prior non-credit and educational experiences (CEU) for advanced placement in a degree certificate program.

Retroactive Uses of the CEU

The Continuing Education Unit should not be awarded or used in retrospect for evaluation and measurement of non-credit educational activities conducted prior to the adoption of the unit for use by the respective educational institution, business, or professional group. The value and integrity of the unit can only be assured if it has been awarded in accordance with the criteria and guidelines set forth in this handbook.

Business, Industry, and Organizational Use of the CEU

With a utilization of the CEU criteria in the development of employer and professionally based programs, the following benefits may be expected:

1. The individual student will have reasonable assurance of receiving an educational program of consistent quality in the non-credit areas of classes and courses.
2. The development of a single record of non-credit activities for the individual student will be possible.
3. Coordination of and cooperation in non-credit educational programs will be possible among business and industry, professional organizations, and educational institutions.

SACS Reporting Requirements

Standard Nine requires that "non-credit programs be appropriately identified and recorded by means of the Continuing Education Unit," and that they be a part of the annual FTE enrollment information collected from the member institutions. The non-credit enrollment data requested would include all non-credit special activities sponsored by the institution for the entire academic year accounted for in terms of the CEU. This would involve (1) activities for which individual CEUs are awarded, and

(2) all other special activities for which the CEU is used as an institutional accounting medium. The individually awarded CEU's combined with all other educational special activities for which the "institutional CEU" is utilized for accounting should represent the total special activity non-credit activity of the institution. The formula for converting the institutional CEU non-credit activities into FTE enrollments is as follows:

Contact hrs X students ÷430 = FTE*

Institutional CEU				
Special Activities Individual CEU				
TOTAL		X	÷ 430	=FTE

**430* is based on 12 (hours equaling one FTE) times 12 (weeks equaling one quarter) times 3 (one academic year) equaling 432, rounded to 430 for one academic year FTE. This data will be requested annually by the Commission on Colleges on the Ihstitutional Enrollment form which is now designed to gather data on credit and non-credit enrollment. A copy of the current Institutional Enrollment form is included in Appendix C.

Record Keeping

Standard Nine requires that the Continuing Education Unit records serve as a part of the full-time equivalent student account for the institution. It further states that policies should be developed for admissions, registration procedures, counseling and guidance service, and records. The characteristics of these policies should be directly related to the nature and character and meaning of the special activity.

The student successfully completing a special activity for which the CEU is awarded needs to have the institution record his participation for further use. The methods and ways in which the participant can use a record of his completion of a continuing education non-credit program will be determined only after the Continuing Education Unit has been used for a longer period.

In order to fulfill the requirements of Standard Nine and to improve the method of reporting non-credit information, example material is provided in Appendix D. The information requested

is in no way intended to dictate the only types of information an institution may want to record on service activities. For many institutions, this will serve as a minimum amount of information retained.

Funding

Standard Nine of the *Standards of the College Delegate Assembly*, states, "Institutional or general fund support for special activities should be consistent with the institutional policy for support of all divisions or units within the total institution. Special activity should not be determined solely on the principal of being self-supporting but rather on the principal of fulfilling the educational responsibility of the institution to its constituents. Necessary financial resources must be available and committed to support the special activities of the institution."

With this statement, the Standard provides for the possible utilization of the Continuing Education Unit in determining the method and amount of funds to be received for support of special activities in institutions of higher education. The Standard itself does not give a specific plan for how the Continuing Education Unit could be used to obtain funding for special activities. The answer to the possible utilization of these record-keeping units for funding purposes must be determined by each institution within the Association. The possibility for funding utilization places greater emphasis on the need to be met and the quality of programs for which Continuing Education Units are awarded. The method of requesting funds for support of higher education varies among institutions, but the Continuing Education Unit can serve as a measurement tool for determining the contributions by an institution in the area of non-credit courses.

Standard Nine further states, "the administrative unit for special activities should operate under a clearly identified budget on a fiscal year basis. The budget should be prepared and administered by the designated office of the unit in conformity with the fiscal policies and procedures of the central business office of the institution. Institutional or general funds support for special activities should be consistent with institutional policy for support of all divisions or units within the total institution." Where the CEU records are utilized by the institution for funding, CEU records and CEU generated funds should be included as a part of the annual audit of the institution.

Several states now have studies underway to develop funding formulas for continuing education in public institutions based on the Continuing Education Unit. As these plans are developed and implemented, they will be incorporated into the Appendix section of this handbook to serve as models to others.

Inter-Institutional Cooperation in Continuing Education Programs

For Continuing Education Unit programs that involve two or more institutions, a decision must be made *in the planning stage* of the programs concerning which institution will record and which institution(s) will report the earned CEU's.

The principal institution (that is, the institution which is primarily responsible for the educational program and, normally, the one that originates it) shall record individual CEU's.

When reports are made to the College Commission, it is recommended that there be a distribution of the earned CEU's among the institutions. There should not be duplicate reporting of the same CEU's.

When more than two institutions are involved (as in the case of consortia) the reporting of CEU's should be done only by the principal institution and the local institution directly involved as the site of the program.

It should be re-emphasized that there are many degrees of relationships that can exist among institutions of higher education and that the basic principle in allocation should be *negotiation in the planning stages.*

REGIONAL DATA SYSTEM

The College Commission of the Southern Association of Colleges and Schools expects to establish a regional data record system for the Continuing Education Unit. The regional data system will provide a uniform computerized data record-keeping system for the individual member institution involved in non-credit courses and programs and provide the individual with a single, uniform non-credit transcript of CEU's earned from educational institutions, businesses, and professional organizations. Plans are incomplete at this time on the operational details of the regional data system. They will be made available to the institution as soon as possible.

THE NATIONAL TASK FORCE AND SACS

This handbook of guideline suggestions for the use and implementation of the CEU will be considered tentative at this time and will be open to review and revision based on the experience of the member institutions of the Commission on Colleges and further developments by the National Task Force which developed and established the CEU.

APPENDICES

APPENDIX A

Standard Nine

Special Activities

Commission on Colleges

Southern Association of Colleges and Schools

STANDARDS OF THE COLLEGE DELEGATE ASSEMBLY OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

STANDARD NINE

Special Activities

Many institutions have developed a variety of supplemental and special educational programs in fulfilling their stated objectives, their public and community service demands, and their responsibilities to their constituents. Special activities programs are defined as operationally separate units, external or special degree programs, off-campus classes and units, independent study programs including correspondence and home study, conferences and institutes including short courses and workshops, foreign travel and study, media instruction including radio and television, and on-campus programs including special summer sessions and special evening classes.

An institution inaugurating, continuing, or expanding special activities programs should have resources available beyond those provided for the basic academic programs of the institution. Since the quality and excellence of all instructional programs should be of constant concern to every institution, it is essential that the provisions for special activities should include an adequate administrative organization, a sound financial base, a competent faculty, and sufficient and adequate facilities for the program offered.

The Commission does not wish to be restrictive on new special activities programs of a member institution but rather seeks to encourage innovation and an imaginative approach to providing quality instruction according to the educational needs of the college's constituents. An institution contemplating the inauguration of a new special activity not covered by this Standard shall inform the Executive Secretary of the Commission in advance as to the nature, design, and purpose of the new program area. An institution may solicit an advisory opinion of the Executive Secretary of the Commission as to the appropriateness of a contemplated new activity.

Unless specifically qualified in the Illustrations, credit regulations for the special activities programs should be consonant with those of the total institution. The amount of credit for each course or program should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution. Non-credit programs should be appropriately identified and recorded by means of the continuing education unit (c.e.u.).

On-campus programs of a special activities nature, whether designated as continuing education or as adult and extension activities, should be coordinated within the organizational structure of the institution relative to special activities; they should be governed by the policy guidelines of the institution.

The Standards of the College Delegate Assembly apply directly to all programs. It shall be the responsibility of the parent institution to justify all special activities (credit or non-credit) within the framework of its stated purpose and objectives as a function of its central mission. All special activities programs must be compatible with the total educational program of the institution.

Special activities shall always be evaluated and judged by the Commission on Colleges as part of its function in recommending the granting or reaffirming of accreditation of the total institution.

Illustrations and Interpretations

1 Administration and Organization

Each member institution involved in special activities will provide appropriate organizational structure and administrative processes according to the magnitude of its program. These must be well-defined and should be clearly understood by the total institution. Institutional organization should recognize and provide a separate identity (a clearly identifiable and defined administrative unit) for special activities under the direction of a designated administrative officer (e.g., vice chancellor, vice president, dean, director, or coordinator). All policies and regulations affecting special activities should be formulated by the administrative officer in conjunction with and as a part of campus-wide administrative and academic advisory groups.

The administrative unit for special activities shall be responsible for coordination of all special activities within the institution, both on and off campus.

Procedures within the institution for the establishment of new programs, interinstitutional agreements and arrangements, and resources allocation should recognize special activities as an integral part of the total institution. The administrative unit should provide for continuous systematic evaluation of programs and offerings within the total scope of special activities.

The continuing education unit should be used as the basic instrument of measurement for an individual's participation in and an institution's offering of non-credit classes, courses, and programs. A c.e.u. is defined as ten contact hours of participation in an organized continuing education (adult or extension) experience under responsible sponsorship, capable direction, and qualified instruction. Information and guidelines on c.e.u. may be obtained by writing to the Executive Secretary of the Commission. The c.e.u. records will serve as a part of the full-time equivalent student account for the institution.

2 Financial

The administrative unit for special activities should operate under a clearly identified budget on a fiscal year basis. The budget should be prepared and administered (internal management and accounting) by the designated officer of the unit in conformity with the fiscal policies and procedures of the central business office of the institution. Institutional or general fund support for special activities should be consistent with institutional policy in support of all divisions or units within the total institution.

Special activities should not be determined solely on the principle of being "self-supporting" but rather on the principle of fulfilling the educational responsibility of the institution to its constituents. Necessary financial resources must be available and committed to support the special activities of the institution.

3 Faculty

Provision of an adequate and qualified faculty and staff to support the special activities program is essential to maintaining the academic quality of the institution. Full-time faculty and staff members in special activities should be accorded the same recognition and benefits as other faculty and staff members of the institution.

All who teach in special activities must have competence in the fields in which they teach, attested to by advanced study culminating in appropriate graduate degrees, or by extensive work experience in the teaching fields, or in a professional practice which is of the highest quality.

Policies governing the amount of teaching allowed, overloads, and compensation for full-time faculty members from other units of the institution assigned to special activities programs should be developed and approved jointly by the administrative head of the special activities unit and the appropriate administrative and academic personnel of the institution.

4 Students

It should be recognized by the total institution that the nature and characteristics of the typical special activities student is somewhat different from that of the regular full-time college or university student. The special activities student is usually older, career oriented, and engaged in a full-time job. Student development services should be provided and be developed cooperatively by the administrative unit for special activities with other appropriate units of the institution.

Policies should be developed for admissions, registration procedures, counseling and guidance services, and records. The characteristics of these policies should be directly related to the nature, character, and need of the special activities student.

5 Operationally Separate Units

An operationally separate unit off campus is a degree-granting division or unit of an institution, located in a geographical setting separated from the parent institution or central administration and authorized for a stated purpose in relation to the parent institution and the area served. It has planned programs leading to undergraduate, graduate, or professional degrees which are granted by or in the name of the parent institution or central administration.

A degree-granting unit shall have such administrative organization, programs, financial resources, library, and physical facilities that it can be evaluated as an autonomous institution in terms of the Standards of the College Delegate Assembly. It must follow regular procedures for membership in the Southern Association of Colleges and Schools. When the unit achieves accreditation, it will be listed as any other institution in the membership.

6 External or Special Degree Programs (Non-Traditional Study)

An external or special degree program comprises a course of study different from the traditional undergraduate degree which may or may not require on-campus study or residence and which relies almost entirely on independent study and examination. An institution inaugurating, continuing or expanding an external or special degree program should develop specific policies and guidelines which include admission policies with special attention to the age and maturity of the individual to his prior educational achievement and vocational and avocational experiences and to his goals and objectives. Guidelines concerning transfer of credit, credit by examination (e.g., College Level Examination

Program of the College Entrance Examination Board and the institution's own examinations) and residency requirements (periodic seminars and special sessions), if any, need to be established. Methods of evaluating a student's progress, including advising and counseling, should be explicit. Evaluation and examination procedures to determine that the individual has successfully completed the degree requirements must be clearly outlined and fully developed.

An institution contemplating the inauguration of an external or special degree program should inform the Executive Secretary of the Commission in advance and arrange for a preliminary advisory study by the Commission prior to undertaking the program.

7. Off-Campus Classes and Units

Courses taught in an off-campus setting should maintain the academic integrity of the institution. Special attention should be given to insure the appropriateness of the courses to the students. Courses requiring laboratories, extended library study, or other special materials should not be offered unless arrangements are made to provide the necessary resources.

When an off-campus program in a particular locality grows to the extent that the institution is offering a comprehensive academic program to a specific student body, then the institution should consider the establishment of a special off-campus unit such as a center or regional campus. The parent institution should provide an organization for full-time administration of the unit, for faculty, for library staff, and for physical facilities, that are comparable to their campus counterparts.

These programs and the amount of credit or c e u's for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

8. Independent Study

Independent study programs including correspondence courses basically fall into one of two categories. One type is the formalized independent study course or program which may lead to a degree. Academic standards in such programs and courses shall be consistent with standards in on-campus classes and may require such formal requirements as written reports, examinations, and on-campus conferences with faculty.

A second type of independent study is that which relates to the study which a person may do on his own and for which he may seek credit from the institution by examination, such as the CLEP

These programs and the amount of credit or c e u's for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

9. Conferences and Institutes

Conferences and institutes and their many variations are an important part of the special activities programs of many institutions. For purposes of identification and clarification the following categories and definitions may be useful:

Conference	A general type of meeting usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme but is often loosely structured to cover a wide range of topics. The emphasis is on prepared presentations by authoritative speakers, although division into small group sessions for discussion purposes is often a related activity.
Institute	Generally similar to a conference, but more tightly structured to provide a more systematic development of its theme, with the emphasis more on providing instruction in principles and techniques than on general information. Participants are usually individuals who already have some competence in the field of interest. Institute programs may have certain continuity, meeting on a yearly basis for example.
Short Course	A sequential offering, as a rule under a single instructor, meeting on a regular basis for a stipulated number of class sessions over a short period of time (e.g., one to three weeks, etc.). Quizzes and examinations may be given depending upon the determination of requirements. The non-credit course under the Public Service definition may resemble the credit course in everything but the awarding of credit. It may also be more informal and more flexible in its approach in order to meet the needs of students.
Workshop	Usually meets for a continuous period of time over a period of one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experiential activity for the participants. The emphasis is more likely to be on skill training than on general principles.
Seminar	A small grouping of people with the primary emphasis on discussion under a leader or resource person or persons. In continuing higher education a seminar is more likely to be a one-time offering, although it may continue for several days.
Special Training Program	A skill program which offers a combination of instruction and practice. The approach is usually on a more individualized basis than a workshop.

These programs and the amount of credit or c e u's for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

10. Media Instruction

Media instruction includes any form of instruction offered in special activities through television, radio, computer assisted instruction (CAI), telewriter, telelecture, and other such forms of media instruction which may develop.

These programs and the amount of credit or c e u's for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

11. Foreign Travel and Study

Credit shall not be permitted for travel per se. Degree credit shall be granted only for residence or travel abroad involving an academic program supplemented by seminars, reading reports or similar academic exercises based on the same criteria for credit as independent study. Special attention should be directed to the quality of the academic programs at the foreign institution or institutions.

These programs and the amount of credit or c e u's for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

12. On-Campus Programs

Many of the special activities of an institution are conducted on campus. Such programs include evening classes and special summer sessions which are not a part of the regular schedule and curriculum of the institution and other types of programs which are conducted on campus in continuing education, adult and extension activities (e.g. conferences, institutes, short courses, workshops, seminars, and special training programs).

These programs and the amount of credit or c e u's for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

APPENDIX B

The National Task Force

APPENDIX B

The National Task Force

In July of 1968, a national planning conference was called in Washington, D.C. This conference was sponsored jointly by the National University Extension Association, the American Association of Collegiate Registrars and Admissions Officers, the U.S. Civil Service Commission, and the U.S. Office of Education. The purpose of this conference was to determine the level of interest in a uniform unit of measurement for non-credit continuing education. Thirty-four national organizations represented at the conference expressed an interest in one aspect or another of identifying, measuring, and recognizing individual effort in continuing education.

The interest and sense of urgency for a concerted national movement expressed at this meeting resulted in the creation of a National Task Force to determine the feasibility of a uniform unit of measurement.

The impetus for a uniform unit to measure continuing education developed as a result of a demonstrated need for an increase in knowledge and the resulting decrease in the utility of prior learning which individuals acquire during the years of formal education. This demand for retraining activities is reflected in the constant increase in participation in continuing education and also in the number of institutions and organizations offering programs of this kind.

Several organizations and institutions have initiated or are studying a system of measurement and awards, each having little or no relationship to any other system in existence. A uniform nationally accepted unit holds promise of reducing the confusion and fragmentation in arriving at a suitable means of recognizing and rewarding individual effort in the pursuit of continuing education.

These needs, and others, have resulted in the establishment of the Continuing Education Unit.

THE CONTINUING EDUCATION UNIT IS DEFINED AS FOLLOWS:

TEN CONTACT HOURS OF PARTICIPATION IN AN ORGANIZED CONTINUING EDUCATION EXPERIENCE UNDER RESPONSIBLE SPONSORSHIP, CAPABLE DIRECTION, AND QUALIFIED INSTRUCTION.

Continuing education, for the purpose of this definition, includes all institutional and organizational learning experiences in organized formats that impart non-credit education to post-secondary level learners. These properties of continuing education may be applied equally under the proposed system regardless of the teaching-learning format, program duration, source of sponsorship, subject matter, level, audience, or purpose.

The continuing education unit may be used for the measurement, recording, reporting accumulation, transfer, and recognition of participation by adults in programs which in the past have not been recorded in any formal or systematic way.

The unit can be applied with equal facility to professional continuing education, vocational retraining, and adult liberal education as well as other programs in adult and continuing education.

The individual adult student should be able to accumulate, update, and transfer his record on continuing education throughout life in maintaining or increasing proficiency in his career or making progress toward his personal educational goals. In the absence of such a universally recognized unit, the concept of education as a continuous process is often lost. This lack of any cumulative record results in most continuing education programs being built upon narrowly defined educational objectives and the establishment of only short-termed goals.

Thus, the purpose of the CEU is to provide a mechanism by which most continuing education activities can be recorded. It is not expected, on the other hand, that all of the participation in terms of continuing education units will have utility or transferability in terms of individual programs of career development. There would appear to be definite institutional and other sponsor advantages in quantifying and recording the total amount of continuing education activity for which such organizations are responsible.

The key to the success and usefulness of the CEU will be found in its discriminating use. While the CEU is basically a quantifying mechanism, the administrative process with which it is implemented can and should provide the quality control factors to make the CEU a meaningful measurement. Administrative guidelines for the CEU process have been established by the National Task Force and are given below. It is stressed that the system of recording units of continuing education participants may be related to the current system of permanent records in use

at the institution or a separate and parallel system can be designed and maintained. Reference is made again, however, to the elements found in the definition of the CEU, i.e., an organized continuing education experience; under responsible leadership, capable direction; and qualified instruction. It is further emphasized that the number of CEUs for each offering should be determined in advance through the regular channels of the administrative unit responsible for the coordination of such non-credit activities and in cooperation with the appropriate departments of the institution or organization.

These mechanics are those that are concerned with establishing and maintaining the quality control over the assignment and awarding of the CEU.

In the statement of the National Task Force on the Continuing Education Unit the administrative requirements are detailed as follows:

1. A specific high level individual within the continuing education operation of the institution should certify and approve the awarding of a specific number of Continuing Education Units for a program prior to the program offering.

2. The program director for each learning experience should be responsible for certifying that the program was attended and completed by individuals who request Units.

3. The institution is responsible for establishing and maintaining permanent records of Continuing Education Units awarded. It is suggested by the Task Force that the information to be recorded on each individual include at least the following:

   A. The name of the student
   B. Social Security number of the student
   C. Title of course
   D. Course description and comparative level
   E. Starting and ending dates of activity
   F. Format of program
   G. Number of Continuing Education Units awarded

In addition it is suggested as highly desirable that the permanent records include:

   A. Evaluation of each individual's performance
   B. The name of the instructor and course director
   C. Personal information about the students: address, date of birth, educational background, employment, etc.
   D. Any cooperating sponsors, company, associations, governments, etc.
   E. Course classification, i.e., professional liberal education, vocational technical, job entry, in-service, etc.

It was also added by the Task Force that it would be helpful if all continuing education activities be clearly described in terms of audience, purpose, format, content, duration, teaching staff employed, course or experience pre-requisites, other qualifying requirements and levels of instruction so that intelligent judgments could be made if the transfer process of the CEU was instituted.

APPENDIX C

Institutional Enrollment Form

Commission on Colleges

Southern Association of Colleges and Schools

APPENDIX C

Institutional Enrollment Form

Give the full-time equivalent (FTE) enrollment for the previous year using the following procedures:

I. FULL-TIME ENROLLMENT

A. Total the number of students carrying a load of twelve (12) or more credit hours in collegiate (degree) programs at the close of registration for the most recent fall term.

Total full-time enrollment in collegiate (degree) programs _____ (A)

B. Total the number of students in non-collegiate (non-degree) programs carrying a load of twelve (12) or more credit hours, or receiving instruction of 24 or more contact hours per week or considered to be full-time students, as defined by the school catalog, at the close of registration for the most recent fall term. (Example: Full time students in an auto mechanics curricular program)

Total full-time enrollment in non-collegiate (non-degree) programs _____ (B)

II. PART TIME ENROLLMENT

C. Total the credit hour of part-time students in collegiate (degree) programs at the close of registration for the most recent fall term and divide this total by twelve (12)

Total part-time enrollment in collegiate (degree) programs _____ (C)

D. (For this section, use either method (1) or (2) depending upon the institution's method of scheduling non-collegiate (non-degree) programs. (Example: Part-time students in an auto mechanics curricular program.)

(1) Total the credit-hour loads of part-time students in non-collegiate (non-degree) programs at the close of registration for the most recent fall term and divide this total by twelve (12) or by the figure which which would represent a full-time load as defined by the school catalog.

OR

(2) Total the contact hours per week of part-time students in non-collegiate (non-degree) programs at the close of registration for the most recent fall term and divide this total by 24 or by the figure which would represent a full-time load as defined by the school catalog.

Total part-time enrollment in non-collegiate (non-degree) programs _____ (D)

III. SPECIAL SHORT-TERM NON CREDIT ENROLLMENTS. (For this section only, include enrollments in all non-credit courses for the most recent year ending June 30.)

E. Multiply the total number of contact hours for each short-term non-credit course by the total number of students enrolled in each short-term non-credit course; sum these totals for the entire year (12 months). Divide the grand total by 430. (Example: Students enrolled in seminars, workshops, conferences, institutes, short-courses or other non-credit courses.)

Total enrollment (FTE) in specialized short-term non-credit courses _____ (E)

TOTAL FULL-TIME EQUIVALENT ENROLLMENT

A + B + C + D(1) or D(2) + E _____

APPENDIX D

Model Plans and Forms

UNIVERSITY SYSTEM OF GEORGIA

UTILIZATION OF THE CONTINUING EDUCATION UNIT (CEU) WITHIN THE UNIVERSITY SYSTEM OF GEORGIA

FINAL REPORT OF THE AD HOC COMMITTEE ON THE CONTINUING EDUCATION UNIT

"One continuing education unit is TEN CONTACT HOURS OF PARTICIPATION in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction."

(P 21 from Standard IX of the Standards of the College Delegate Assembly of Southern Association of Colleges and Schools, December 1, 1971.)

JULY 1, 1973

AD HOC COMMITTEE OF THE PUBLIC SERVICES COMMITTEE

OF THE UNIVERSITY SYSTEM OF GEORGIA

Chairman, John A. Rhodes, Jr., Georgia State University

Vice Chairman, Hilton T. Bonniwell, Georgia Southern College

J. Fred Burgess, Columbus College
David B. Kelley, Gainesville Junior College
T.W. Mahler, University of Georgia
George W. Shelton, Albany Junior College
Richard Wiegand, Georgia Institute of Technology
Howard Jordan, Jr., Vice Chancellor Services, ex officio
B.R. Tilley, Albany Junior College, ex officio

ADVISORY PANEL

Henry O. Adams
Public Service Coordinator
Albany Junior College

Richard Barbe, Dean
Graduate Studies
School of Education
Georgia State University

Millard L. Blakey
Manpower Development Specialist
Rural Development Center

W. Wray Buchanan
Director of Services
College of Business Administration
University of Georgia

Glenn Garrison, Director
Division of Continuing Education
Medical College of Georgia

Charles L. Hayes, President
Albany State College

Richard Hodges
Associate Registrar
Georgia State University

Lloyd L. Joyner, Jr.
Registrar
Georgia Southern College

J.J. Lancaster
Professor and Head
Extension Education Department
Cooperative Extension Service

Leon Lessinger
Callaway Professor of Education
Georgia State University

C.B. Lord
Associate Director
Georgia Center for Continuing Education
University of Georgia

Douglas Meyers
Director of Continuing Education
Middle Georgia College

Starr Miller, Dean
School of Education
Georgia Southern College

William S. Patrick
Vice President for Student Services
Georgia State University

Darl E. Snyder
Director
Rural Development Center

John W. Teel, President
Brunswick Junior College

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REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

August 23, 1973

To: University System Presidents, Registrars, and
Public Service/Continuing Education Directors

From: Howard Jordan, Jr., Vice Chancellor Services

This is the final report of the Ad Hoc Committee on the Continuing Education Unit entitled, "Utilization of the Continuing Education Unit (CEU) Within the University System of Georgia."

This report provides the institutions within the University System the necessary guidelines for complying with recent revisions of Standard Nine of the Southern Association of Colleges and Schools.

I believe this is an excellent report and the entire System will profit from it. With the incorporation of the CEU, we now have for the first time a unit of measurement for reporting of Public Service and Continuing Education activities which will give us a more accurate account of our total system effort in these areas. Inter-institutional cooperation has also been stressed in this document and I urge institutions to plan programs jointly, and especially to utilize the resources of local institutions when programs are conducted away from the home campus.

This committee and all of the Public Service officers within our System are to be commended for their excellent cooperation in the development of this document. Please contact my office if you have any questions or if I can be of any assistance.

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INTRODUCTION

The commitment of the University System of Georgia to Public Service and Continuing Education was well expressed by the Board of Regents when it adopted a policy statement on Public Service in 1971. Noting the growth of the System to twenty-seven institutions, the statement points out:

> As this growth has taken place, Continuing Education and Public Service have emerged as an extension of the traditional on-campus learning process, available to adults wherever sufficient interest has been found. Individuals in all walks of life must keep themselves abreast of new knowledge and understand how it can be applied effectively in solving the many problems which they and their communities are encountering. Any system designed to achieve these objectives will be built around an aggressive Continuing Educa[illegible]

The statement recognizes the wide variety of programs of Public Service and Continuing Education that are now in progress throughout the University System. In its concluding paragraph, the statement acknowledges the responsibility of the University System to provide "not only the best possible educational experiences for young people, but also opportunities for Continuing Education for adults in all walks of life."

One problem that has been faced in Public Service and Continuing Education programs throughout the years has been the necessity for a system's allowing the orderly recognition and reporting process for the non-credit learning efforts of the individual and institutions. The Southern Association of Colleges and Schools now requires its member institutions, if they engage in certain special activities, to recognize and record properly the institutions' efforts.

[illegible] action took place in December 1971 when the Delegate Assembly adopted a new "Standard Nine," a series of regulations that requires new procedures and policies at every member institution engaged in "Special Activities" (a term used by the Southern Association to denote such activities as Public Service, Continuing Education, off-campus extension, conference and institute work). Standard Nine became effective upon its adoption and is now in effect and obligatory upon all member institutions engaged in special activities. (A copy of Standard Nine is in Appendix I.)

An ad hoc committee of the membership from the Public Services Committee of the Board of Regents was appointed by its chairman to study the implications of the area of Standard Nine requiring that non-credit programs should be appropriately identified and recorded by means of the continuing education unit (CEU). It is the purpose of the following report to establish procedures for the use of the CEU[illegible] by institutions in the University System of Georgia.

DEFINITION

The authors of Standard Nine drew heavily upon work that had been proceeding for several years by the National Task Force to Study the Feasibility and Implementation of a Uniform Unit for the Measurement of Non-Credit Continuing Education Programs. The National Task Force states that "one continuing education unit is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction." Standard Nine incorporates this unit and its definition as the measuring device which is to be used to construct a system for reporting an institution's non-credit special activities program efforts.

ALTERNATIVE METHODS OF IMPLEMENTATION

There are several ways that the recording of CEU's for non-credit special activities could have been implemented at institutions in the University System of Georgia. Three alternatives discussed by the committee were as follows:

1. Each institution in the University System could develop its own implementation policies and procedures for the recording of the CEU.

2. The University System could develop and administer both policies and procedures for the CEU. The System could handle from its Atlanta offices (under the direction of the office of the Vice Chancellor for Services) every report function.

3. The University System could develop (through its committee structure) broad, general policies on the CEU and its use in Public Service and Continuing Education programs at System institutions. Such System-wide committees could make major definition decisions, establish guidelines and criteria, and make decisions concerning such matters as information required on records and reports. Other decisions, such as which programs would be granted CEU's, could be handled at the local institutional level.

RECOMMENDED METHOD OF IMPLEMENTATION

The committee recommends the third approach, since it is consistent with the University System's heritage and practice concerning institutional autonomy for local programming. The third approach also allows for the required uniformity in records and reports which must go from the University System institutions to the Regents and to the Southern Association.

UTILIZATION OF THE CONTINUING EDUCATION UNIT

Standard Nine requires that the CEU be used as "the basic instrument of measurement for an individual's participation in and an institution's offering of non-credit classes, courses, and programs." *However, the CEU should not be used in reporting any activity funded by resident instruction or student activity fees.*

In order to fulfill this requirement, the ad hoc committee recommends that the CEU be used in three categories of special activity programs in all units of the University System of Georgia. Any exceptions to this policy must be approved by the Vice Chancellor For Services.

CATEGORY I ACTIVITY

Activities classified in this category will meet at least the following criteria:

1. The non-credit activity is planned in response to an assessment of educational need for a specific target population.

2. There is a recorded statement of objectives, rationale, and purpose for such programs prepared prior to the beginning of the activity.

3. Content is selected and organized in a sequential manner.

4. There is evidence of pre-planning which should include the opportunity for input by a representative of the target group to be served, the faculty area having content expertise, and Continuing Education personnel.

5. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.

6. Participants are registered to provide a permanent individual CEU record, and to provide data for institutional reporting.

7. Appropriate evaluation procedures are utilized and criteria are established for awarding CEU's to individual students prior to the beginning of the activity. This may include the evaluation of student performance, instructional procedures and course effectiveness.

8. A permanent CEU record is maintained for each participant by the institutional registrar.

Individuals who participate in Category I activities will register and have individual records of their involvement available from the institutional registrar. These individual records must contain the following information:

1. Name
2. Social Security Number or Alpha Number
3. Address (including zip code)
4. Program Title
5. Program Format
6. Program Description
7. Program Location (City)
8. Program Completion Date
9. CEU's Awarded

Each institution within the University System may find it necessary to collect additional participant data.

CATEGORY II ACTIVITY

Activities classified in this category will meet the criteria outlined in Category I, with the following exceptions:

1. The non-credit activity may be planned for a more diversified population.
2. Inputs for planning from the target population may not be required.
3. Individual CEU's are not awarded.

Individuals who participate in Category II activities will register, but no individual record need be maintained and no CEU's will be awarded. Institutional certification of involvement will be made by means of registration data, and a file of program materials will be maintained by the Public Service or Continuing Education officer.

CATEGORY III ACTIVITY

Activities classified in this area will meet at least the following criteria:

1. The activity is a planned, educational event which has a recorded statement of purpose and which may be open to the general public.
2. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.
3. There is certification of total attendance.

These events exclude spectator- and entertainment-type activities. For reporting purposes, each institution will certify an attendance figure, but the institution will not have to register each individual attending. No individual CEU's will be awarded.

OTHER ACTIVITY

Each institution may wish to report other activities of a non-credit nature to illustrate those things which require staff effort but do not meet the standards of the above three categories. It is suggested that institutions report these activities only as an attachment to the cumulative annual report that is due with the last quarterly report of each fiscal year.

ADMINISTRATIVE RESPONSIBILITIES

The chief administrator for special activities in each institution must determine in advance, through designated administrative channels, the appropriate CEU category in which to classify a given activity and the number of CEU's which may be awarded.

Standard Nine requires that each institution "should recognize and provide a separate identity (a clearly identifiable and defined administrative unit) for special activities under the direction of a designated administrative officer (e.g., vice chancellor, vice president, dean, director, or coordinator). All policies and regulations affecting special activities should be formulated by the administrative officer in conjunction with and as a part of campus-wide administrative and academic advisory groups."

The registrar is responsible for maintaining permanent records of an individual's involvement in Category I activities and should be prepared to issue, upon request, a cumulative CEU record for each individual who participated in Category I activities at the institution. The registrar is also responsible for making and/or certifying reports of CEU activities.

AUDIT

There will be an annual audit to assure that there is appropriate reporting of CEU activities. A procedure for this audit will be established by the Vice Chancellor for Services. The Vice Chancellor will then evaluate the audit report to assure that the CEU reporting and policy procedures are being followed by institutions in the University System of Georgia.

INTER-INSTITUTIONAL COOPERATION

The University System of Georgia encourages cooperation among System institutions. It is therefore recommended that when two or more institutions cooperate to develop a non-credit educational program certain reporting procedures be followed.

For educational programs that involve two or more institutions, a decision must be made *in the planning stage* of the program concerning which institution will record and which institution(s) will report the earned CEU's.

The principal institution (i.e., the institution which is primarily responsible for the educational program and, normally, the one that originates it) shall record individual CEU's when the educational program falls into Category I.

When reports are made to the University System, however, it is recommended (although not obligatory) that there be a distribution of the earned CEU's among the institutions. There should never be duplicate reporting of the same CEU's.

When more than two institutions are involved, as in the case of several of the consortia in the state, the reporting of CEU's should be done only by the principal institution and the local institution directly involved as the site of the educational program.

It should be reemphasized that there are many degrees of relationships that can exist among institutions of higher education and that the basic principle in CEU allocation is *negotiation in the planning stages*. However, there should not be fractionalization beyond the breaking of a CEU into fourths.

REPORTING

In order to collect basic data about all non-credit activities and to provide for uniform reporting throughout the University System, the ad hoc committee recommends that the procedures and forms outlined in Appendix II be followed.

APPENDICES

APPENDIX II

REPORTING PROCEDURES

REPORTING PROCEDURES

Each institution should duplicate the Service Report Forms provided and use them in reporting their Service efforts to the Office of the Vice Chancellor for Services. The following schedule of reporting will be used:

Activities completed during June, July, and August will be reported before October 31.

Activities completed during September, October, and November will be reported before January 31.

Activities completed during December, January, and February will be reported before April 30.

Activities completed during March, April, and May will be reported before July 31.

Any variation in the use of the reporting forms found in this appendix must be approved by the Vice Chancellor for Services.

The cumulative annual report is to be submitted in July following the end of the fiscal year; it should be submitted along with the quarterly report which is due in July. Only Form 4 should be used for the cumulative annual report.

PARTICIPANT SUMMARY REPORT

Institution _____ Date _____

Reporting Period _____

	Category I	Category II
I. Demographic Information		
A. Sex*		
1. Female	_____	_____
2. Male	_____	_____
3. Information Not Available	_____	_____
B. Age Range*		
1. Under 22	_____	_____
2. 22-35	_____	_____
3. 36-55	_____	_____
4. Over 55	_____	_____
5. Information Not Available	_____	_____
C. Participants*		
1. Black	_____	_____
2. Caucasian	_____	_____
3. Other	_____	_____
4. Information Not Available	_____	_____

*Information may be obtained empirically if necessary

II. Total participants in Category III activities _____

III. Total participants in Categories I, II, and III _____

IV. Registrations by states (For Categories I and II only):

Alabama	_____	Louisiana	_____	North Dakota	_____
Alaska	_____	Maine	_____	Ohio	_____
Arkansas	_____	Maryland	_____	Oklahoma	_____
Arizona	_____	Massachusetts	_____	Oregon	_____
California	_____	Michigan	_____	Pennsylvania	_____
Colorado	_____	Minnesota	_____	Rhode Island	_____
Connecticut	_____	Mississippi	_____	South Carolina	_____
Delaware	_____	Missouri	_____	South Dakota	_____
Dist. of Columbia	_____	Montana	_____	Tennessee	_____
Florida	_____	Nebraska	_____	Texas	_____
Georgia	_____	Nevada	_____	Utah	_____
Hawaii	_____	New Hampshire	_____	Vermont	_____
Illinois	_____	New Mexico	_____	Virginia	_____
Idaho	_____	New Jersey	_____	Washington	_____
Indiana	_____	New York	_____	West Virginia	_____
Iowa	_____	North Carolina	_____	Wisconsin	_____
Kansas	_____			Wyoming	_____
Kentucky	_____				
				TOTAL U.S.	_____
				NON-U.S.	_____
				INFORMATION NOT AVAILABLE	_____

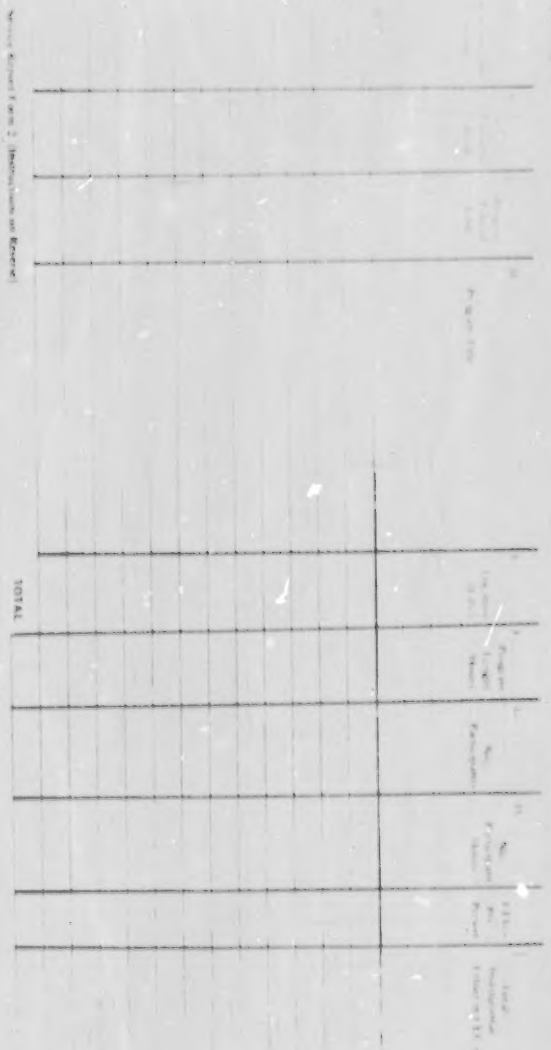
V Registrations by Georgia counties

Appling	Evans	Newton
Atkinson	Fannin	Oconee
Bacon	Fayette	Oglethorpe
Baker	Floyd	Paulding
Baldwin	Forsyth	Peach
Banks	Franklin	Pickens
Barrow	Fulton	Pierce
Bartow	Gilmer	Pike
Ben Hill	Glascock	Polk
Berrien	Glynn	Pulaski
Bibb	Gordon	Putnam
Bleckley	Grady	Quitman
Brantley	Greene	Rabun
Brooks	Gwinnett	Randolph
Bryan	Habersham	Richmond
Bulloch	Hall	Rockdale
Burke	Hancock	Schley
Butts	Hatalson	Screven
Calhoun	Harris	Seminole
Camden	Hart	Spalding
Candler	Heard	Stephens
Carroll	Henry	Stewart
Catoosa	Houston	Sumter
Charlton	Irwin	Talbot
Chatham	Jackson	Taliaferro
Chattahoochee	Jasper	Tattnall
Chattooga	Jeff Davis	Taylor
Cherokee	Jefferson	Telfair
Clarke	Jenkins	Terrell
Clay	Johnson	Thomas
Clayton	Jones	Tift
Clinch	Lamar	Toombs
Cobb	Lanier	Towns
Coffee	Laurens	Treutlen
Colquitt	Lee	Troup
Columbia	Liberty	Turner
Cook	Lincoln	Twiggs
Coweta	Long	Union
Crawford	Lowndes	Upson
Crisp	Lumpkin	Walker
Dade	McDuffie	Walton
Dawson	McIntosh	Ware
Decatur	Macon	Warren
DeKalb	Madison	Washington
Dodge	Marion	Wayne
Dooly	Meriwether	Webster
Dougherty	Miller	Wheeler
Douglas	Mitchell	White
Early	Monroe	Whitfield
Echols	Montgomery	Wilcox
Effingham	Morgan	Wilkes
Elbert	Murray	Wilkinson
Emanuel	Muscogee	Worth

INFORMATION NOT AVAILABLE

TOTAL

Service Report Form 1b



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Instructions for Service Report Form 2 - Quarterly Program Report

The following information is required in order to complete this report:

A. Program Classification Code Number: Each program shall be classified by a six digit numbering system utilizing the following classification system. For reporting purposes, programs should be grouped by activity category (i.e., I, II, III), and by classification code ("program") order within the activity category.

1. Problems and issues in society in
   - 1.01 Health and safety
   - 1.02 Human relations and communications
   - 1.03 Education
   - 1.04 Government
   - 1.05 Business
   - 1.06 Law and law enforcement
   - 1.07 Community development
   - 1.08 Aging
   - 1.09 Social Services
   - 1.10 Environment
   - 1.11 Agriculture and food production

2. Subjects of personal interest
   - 2.01 Leisure Time activities
   - 2.02 Cultural enrichment
   - 2.03 Expanding knowledge about the world and its people
   - 2.04 Civic and economic understanding

3. Skills and/or knowledge for occupational improvement in
   - 3.01 The professions
   - 3.02 Business and industry
   - 3.03 Government
   - 3.04 Education
   - 3.05 Law and law enforcement
   - 3.06 Clerical
   - 3.07 Trades and technologies
   - 3.08 Agriculture and food production
   - 3.09 Social Services

4. Subjects related to intellectual skills development in
   - 4.01 Reading
   - 4.02 Writing
   - 4.03 Language
   - 4.04 Mathematics
   - 4.05 Critical and Creative thinking
   - 4.06 Learning

5. Subjects related to personal life problems and attitudes
   - 5.01 Finance
   - 5.02 Foods and nutrition
   - 5.03 Family living
   - 5.04 Child development
   - 5.05 Health and safety
   - 5.06 Personal Assessment
   - 5.07 Consumer understanding

B. Program Level Code
   1. Category I
   2. Category II
   3. Category III

C. Program Format Code (Refer to Appendix I for definitions)
   1. Conference
   2. Institute
   3. Short course
   4. Workshop
   5. Seminar
   6. Special Training program
   7. Other

D. Program Title should be descriptive of the particular course. (Example: "Management Seminar" must be expanded to "Management Seminar for City of Atlanta Employees.")

E. Enter the location(s) at which instruction takes place for the program.

F. Length of program in hours, excluding lunch breaks or other times the participants are not actively involved in instructional sessions.

G. Total participants enrolled in a Continuing Education activity. This number may represent an average number if attendance varies over the period of the course.

H. Participant hours. Cumulative total hours participants are in instructional sessions. (Example: 20 participants X 10 hours of instruction = 200 participant hours.)

I. CEU's per person (per program). This applies only to Category I programs.

J. Enter the total number of institutional CEU's for all categories. The total number of institutional CEU's is found by dividing the total number of participant hours for the program by 10. (Example: 1,000 participant hours divided by 10 equals 100 institutional CEU's). *Institutional C.E.U.'s should be reported in all categories.*

FACULTY PARTICIPATION REPORT

Institution _____ Date _____

Reporting Period _____

	Non - Duplication
I. Number of Faculty From Reporting Institution	
II. Number of Faculty From Other Institutions of Higher Education in University System	
III. Other	
IV. Total	

Instructions:

This report will provide information on the status of individuals serving as faculty in Public Service activities and their institutional affiliations.

Regardless of the number of Public Service activities in which a faculty member participates during a quarter, he or she will be counted on the Faculty Participation Report only once. There should not be duplicate reporting for faculty members participating in more than one activity.

INSTITUTIONAL SUMMARY REPORT OF CEU ACTIVITIES*

Date

Reporting Period

Category	Total No. Programs	Number of Participants		Total No. Participant Hours	Total Institutional CEUs
		No. of CEUs	Non-Rec'd CEUs		
A					
B					
C					
TOTALS					

* Copies of this report should be forwarded by the Registrar to the Systems Director of Admissions and Testing.

** This number will serve as a part of the full-time equivalent student accounts for the institution when reporting to the University System of Georgia. When reporting to the Southern Association of Colleges and Schools the divisor will be twelve (12). (If for the cumulative annual report, the divisor will be 60 when reporting to the University System of Georgia and 24 when reporting to the Southern Association of Colleges and Schools.)

Prepared by

Service Representative — Date

Registrar — Date

Service Report Form 4 (Instructions on Reverse)

Service Report Form 4 — Institutional Summary Report of CEU Activities

This report will be prepared by the institutional service representative and the registrar. It will provide a summary of the total number of programs, total number of participants, and total institutional CEUs earned. Please refer back to the explanation of Service Report Form 2 for definition of terms and examples.

STATE COUNCIL OF HIGHER EDUCATION

FOR VIRGINIA

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

10th Floor, 911 East Broad Street, Richmond, 23219

COORDINATION OF CONTINUING HIGHER EDUCATION IN VIRGINIA

A State Plan for Regional Consortia for Continuing Higher Education

The 1966 session of the General Assembly of Virginia assigned to the State Council of Higher Education responsibility for coordinating "off-campus extension and public service of all state-controlled institutions of higher education including all credit and non-credit courses. The Council shall establish and maintain the Extension and Public Service Advisory Committee composed of college and university representatives and such other members as the Council may select to advise the Council . . ." The 1970 session of the General Assembly by Senate Joint Resolution No. 29 directed the Virginia Advisory Legislative Council to further study continuing education. The 1972 session of the General Assembly passed Senate Joint Resolution No. 44 urging that the State Council of Higher Education and the state-supported institutions of higher education "increase their attention to and efforts in continuing education, and work towards the end that the quality and prestige of continuing education be comparable to that of regular degree programs, that full degree credit be given in place of extension credit, that meaningful programs be devised, answerable to the needs of the communities in which they are offered, and that facilities and resources be used fully and economically."

Senate Joint Resolution No. 44 further resolved that "the State Council of Higher Education is urged to coordinate activities in continuing higher education in a flexible manner, in order to prevent the duplication of effort, but preserving variety where courses are similar in general description but significantly different in direction; to seek to insure that each course or program is offered by the appropriate institution on the basis of quality and economy; and to encourage institutions to work toward interchangeability of credit. . ."

The 1972 session also acted favorably on Senate Joint Resolution No. 67 calling for "the immediate establishment of a cooperative center or consortium for continuing education with main offices at George Mason University and under the aegis of George Mason University." In establishment of a cooperative center the joint resolution further calls for the participation of George Mason University, the University of Virginia, and Virginia Polytechnic Institute and State University, and final approval of the State Council of Higher Education. This cooperative center should become operative July, 1972, to coordinate the continuing education offerings of the participating universities and to serve as a model for future joint programs of other areas of the state. The resolution identifies a number of premises upon which the establishment of a consortium or cooperative center is based. These premises include emergence of George Mason University as the major regional university of Northern Virginia, concern over duplication of administrative and curriculum efforts, consideration of interchangeability of credits, establishment of degree programs, trends elsewhere in the nation, combining administrative structures, maximizing educational opportunities, and reducing costs. The State Council of Higher Education recognizes its statutory responsibility for the coordination of continuing education activities of state-supported colleges and universities.

Finally, House Bill 1054, a substantial amendment to Section 23-9.10 of the existing Code is currently pending before the House Education Committee.

With the increasing demands and interests by the citizens of the Commonwealth and the growing expression of interest by the General Assembly, it is important that the institutions of higher education and the State Council of Higher Education cooperate fully to develop a functional plan for the comprehensive coordination of continuing higher education.

REGIONAL CONSORTIA FOR CONTINUING HIGHER EDUCATION

The objective of this plan shall be to provide adequate opportunities for the continuing education of the adult population of the Commonwealth with maximum economy compatible with the maintenance of quality and with optimum utilization of the facilities and the expertise of the various state-supported institutions of higher education. It shall be understood that adequate opportunities must include appropriate credit and degree programs at both the undergraduate and graduate level as well as a broad selection of non-credit programs.

The state shall be divided along planning district lines to form six regional consortia districts. Each district shall contain a number of state-supported institutions of higher education, and a senior state-supported institution shall serve as the focal point for development of each regional consortium.

Those senior institutions designated below should be encouraged to develop non-traditional degree programs at the baccalaureate and master's level. Such programs should be designed to provide maximum higher educational opportunities for the earning of degrees by continuing education students. These degree programs should be of high quality consistent with university standards and will require State Council of Higher Education approval prior to initiation.

Planning District	Area	Institution
1,2,3,4,5,12	Western	VPI&SU
6,7,9	Valley	Madison
10,11,13,14,16,17,18	Central	UVa
15,19	Capital	VCU
20,21,22	Tidewater	ODU
8	Northern	GMU

Approved October 19, 1972

With the approval of the State Council of Higher Education there shall be established in each region a consortium for continuing higher education. These consortia shall provide a framework through which all institutions in a region, state-supported as well as private, can cooperatively coordinate continuing education offerings. Although certain senior state-supported institutions shall be designated as the focal point for the development of the consortia, the cooperative arrangement of the consortia shall rely upon the cooperation of the member institutions in a partnership of equals.

Each consortium shall be composed of those state-supported institutions located within the consortium region and those state-supported institutions offering significant off-campus course work within the consortium region. Each consortium shall be governed by a Board of Directors. The Board will be composed of the president or his designated representative of each state-supported institution of higher education which is a member of the consortium. A representative of the State Council of Higher Education's staff, who shall have voice but no vote, shall also be a member of the Board. The Chairman of the Regional Consortium shall be the president of the designated senior institution located in that region or his designee. Each regional consortium shall operate within the Policies and Procedures developed by the Continuing Education Advisory Committee and approved by the State Council of Higher Education.

Responsibilities of each consortium include the following:

1. To assess the needs for continuing higher education programs in the consortium region.
2. To provide maximum higher education opportunities for continuing education students.
3. To encourage mutual acceptance and interchangeability of course credits among participating institutions.
4. To facilitate the earning of degrees at all levels by continuing education students.
5. To make efficient and appropriate use of the resources of all state-supported institutions offering courses within the consortium region.
6. To approve or disapprove specific course offerings by member institutions engaged in continuing higher education activities in the consortium region.
7. To publish periodically an announcement, listing offerings available in the consortium region for continuing education students.
8. To ensure counseling services by participating institutions for continuing education students.
9. To ensure the maintenance of academic records by participating institutions for continuing education students.
10. To facilitate inter-institutional cooperation in the development of community service programs for the consortium region.
11. To evaluate, where appropriate, the effectiveness of continuing education offerings and activities conducted through the consortium.
12. To report semi-annually to the State Council of Higher Education the on-going activities of the consortium.
13. To report to the State Council of Higher Education on the desirability and need for educational services from state-supported institutions not engaged in continuing higher education within the consortium region when educational expertise is not available within the member institutions of the consortium.

RESPONSIBILITIES OF THE STATE COUNCIL OF HIGHER EDUCATION

A. Responsibility for Regional Consortia

The State Council of Higher Education for Virginia is statutorily charged with the coordination of continuing education offerings of state-supported institutions of higher education. Coordination of such activities can logically be divided into three levels:

1. The coordination of regional and statewide non-credit public service offerings.
2. The coordination of on-going instructional activities by member institutions of regional consortia.
3. The coordination of off-campus credit offerings in new locations by institutions not members of the consortium in which they propose to offer courses.

In discharging its statutory responsibily for coordination, the Council will delegate certain responsibilities to the institutions and coordinating consortia while setting broad operating policies for statewide coordination.

1. The Coordination of Regional and Statewide Non-Credit Public Service Offerings.

   Non-credit public service offerings by state-supported institutions are primarily the responsibility of the governing boards of each college or university. With the advent of the Continuing Education Unit, each institution will be required to evaluate its non-credit public service offerings and assign Continuing Education Unit values to appropriate activities. Public service activities can be coordinated through regional consortia under policies and procedures established by the consortia, the

State Council of Higher Education, and the Southern Association of Colleges and Schools.

2. The Coordination of On-Going Instructional Activities by Member Institutions of Regional Consortia.

   Each regional consortium shall be the primary organization responsible for the coordination of on-going continuing education programs within the region. Each regional consortium should have final authority (within the State Council of Higher Education's Policies) for the coordination of continuing higher education activities of those institutions which are members of the consortium.

3. The Coordination of Off-Campus Credit Offerings in New Locations by Institutions Not Members of the Consortium in Which They Propose to Offer Courses.

   The State Council of Higher Education shall be responsible for the approval of state-supported institutions of higher education offering off-campus credit courses at locations serviced by consortia of which they are not members.

Senior Colleges and Universities

Regional consortia may advise the State Council on requests by senior institutions to offer off-campus credit courses at locations serviced by consortia of which they are not members; however, the decision to approve a state-supported institution to offer course work within the geographic region of another regional consortium should rest with the State Council.

Community Colleges

Community colleges shall be authorized to offer off-campus courses within their service districts. A community college, while a member of the consortium region in which its main campus is located, may also offer courses within those parts of its service district lying within a consortium region of which the community college is not a member. Those community colleges non-resident within a consortium region in which a portion of their service district is located shall have a liaison representative to attend this consortium's meetings for purposes of coordination. These course offerings will be subject to coordination by the appropriate consortium, and only in cases of appeal will State Council of Higher Education approval be necessary.

B. Responsibility of the Continuing Education Advisory Committee

The State Council of Higher Education shall maintain a Continuing Education Advisory Committee with responsibilities including both credit and non-credit continuing education offerings. The Committee shall be advisory to the State Council on all matters relating to the education of continuing education students. Responsibilities of the Continuing Education Advisory Committee shall include:

a) developing basic Policies and making appropriate recommendations for the progressive development and operation of regional cooperation under the plan of organization for regional consortia.

b) reviewing the progress and actions of such regional consortia as are established. All actions of regional consortia are subject to review by the Continuing Education Advisory Committee and the State Council of Higher Education.

c) recommending and assisting in the development of statewide cooperative programs where large-scale efforts are required. This includes recommending statewide cooperative efforts for Federal support programs.

d) advising the State Council on: 1) studies in continuing higher education with respect to needs, institutional resources, cost/benefits, national trends and other areas of significance to continuing education in Virginia; 2) annual collection and analysis of data regarding existing continuing education and public service offerings.

e) providing representation for various continuing education committees, task forces, and functions as requested by the State Council.

Membership on the Continuing Education Advisory Committee shall include a representative from each senior state-supported institution and four representatives from the Virginia Community College System.

A standing subcommittee of the Continuing Education Advisory Committee shall be the Coordinating Committee for Regional Consortia. Membership shall include one representative from each regional consortium, as nominated by the respective Boards of Directors and appointed by the Director of the State Council of Higher Education, and a non-voting chairman from the staff of the State Council of Higher Education. The Coordinating Committee shall hear appeals of decisions of the various regional consortia in accordance with procedures to be established by the Committee, and shall deal with matters of inter-consortium concern. No institution shall have more than one representative on the Coordinating Committee.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA POLICIES FOR THE COORDINATION OF CONTINUING EDUCATION OFFERINGS OF STATE-CONTROLLED INSTITUTIONS OF HIGHER EDUCATION IN VIRGINIA

Introduction

Continuing education offerings are defined as educational experiences both credit and non-credit provided by institutions of higher education primarily for adult citizens who are fully employed or for whom education is not their immediate and primary interest. For purposes of coordination continuing education offerings will be divided into off-campus credit offerings and both on-campus and off-campus non-credit public service offerings for which the Continuing Education Unit may be awarded.

A. Off-campus credit offerings.

The main college campus shall be defined as the primary physical area where resident research and instruction occurs. Off-campus credit offerings are defined as instructional activities for which credit is given but which are offered in a location other than the campus or on property contiguous to the campus.

B. Non-credit public service offerings.

Non-credit public service offerings are defined as those continuing education activities not for credit provided off-campus or on-campus by an institution of higher education. Such activities governed by this definition are those which are organized and administered for instructional purposes and for which Continuing Education Units may be awarded.

Coordination of continuing education offerings should be accomplished through Regional Consortia for Continuing Higher Education. The organization and operating procedures of Regional Consortia for Continuing Higher Education must be consistent with the Policies presented below and must have final approval from the State Council of Higher Education for Virginia.

Consistent with its statutory responsibility to provide a rational pattern of continuing education offerings throughout the Commonwealth, the State Council of Higher Education for Virginia shall maintain a Continuing Education Advisory Committee. This Committee will transmit its advice and recommendations to the State Council of Higher Education for Virginia and thereby assist the Council in successfully discharging its coordinating responsibilities.

Approved October 19, 1972

In order to insure maximum understanding, separate policies are developed for (I) off-campus credit offerings and (II) public service offerings.

I. Off-Campus Credit Offerings.

A. Off-campus credit offerings shall capitalize upon the strengths, locations, and identities of individual institutions. In responding to demonstrated needs, institutions will offer off-campus credit courses on the basis of their particular academic competencies.

B. Off-campus credit offerings should be provided within the region of a consortium after it has been determined by the consortium that on-campus college programs offered by institutions resident within the region are insufficient to meet student needs for courses or programs.

C. The Community College Act of 1966 provides for the offering of lower division courses for credit, including college transfer courses, occupational-technical courses, and general and continuing education courses for adults in the above fields, by the state system of community colleges in response to local needs. Pursuant to that act, lower division continuing education courses should be the primary responsibility of the community colleges. Senior colleges should offer off-campus credit courses at the lower division level only after ascertaining through the consortium that community colleges are unable to meet student needs for the courses or programs requested.

D. As provided in the Community College Act of 1966, whenever practicable the community colleges shall provide facilities for upper division and graduate off-campus credit offerings by senior institutions.

E. Authorization for an institution of higher education to offer off-campus credit offerings within the consortium region of which that institution is a member shall be determined by the consortium. In arriving at decisions on specific course offerings, institutions shall be eligible to vote on specific course offerings if they offer courses at that level, or courses which articulate with the level of course being considered. Institutions which wish to offer off-campus credit courses in a region served by a consortium of which they are not a member must have State Council approval in advance of such offerings.

F. The State Council of Higher Education will survey at least semi-annually the off-campus credit offerings of all institutions of higher education and publicly report such findings at least annually.

II. Public Service Offerings.

Public service programs are defined as those offerings which do not carry academic credit but which provide continuing education opportunities off-campus or on-campus by an institution of higher education in a manner to capitalize on its particular competencies and resources. Such public services include conferences, institutes, seminars, workshops, non-credit courses and special training programs. Not included for purposes of these policies are student activity programs, individual faculty or staff consultant services, faculty addresses and publications, research activities and programs of a general nature open to the public or available through the mass media.

Public service offerings, within the above definition, may be grouped into two categories:

a. Those for which the Continuing Education Unit (CEU) is awarded in conformity with standards and guidelines of the Southern Association of Colleges and Schools.

b. Those which are less formally structured and do not meet the criteria established for the Continuing Education Unit.

Under its authority set forth in Section 23-9.10 of the Code of Virginia as amended and reenacted by the General Assembly of 1973, the State Council of Higher Education shall coordinate those public service offerings by Virginia public institutions of higher education for which the Continuing Education Unit is provided. The State Council of Higher Education may collect information on activities which are less formally structured and do not meet the criteria established for the CEU. The following definitions, policies, and procedures relating to the CEU shall apply.

1. The Continuing Education Unit -- Definition

One Continuing Education Unit represents ten contact hours of participation in an organized education experience under responsible sponsorship, capable direction, and qualified instruction. (A decimal fraction of a unit may be awarded for an offering of shorter duration.)

2. Eligible Offerings

Continuing Education Units shall be awarded only for educational programs which meet the basic criteria presented below. Programs can be classified in either of the following areas.

Area I: Programs which are wholly structured to provide skills and/or knowledge for occupational improvements in fields, such as

The Professions
Business and Industry
Government
Education
Law and Law Enforcement
Clerical Services
Trades and Technologies
Health Services
Agriculture and Food Production

Area II: Programs specifically organized to provide help in the solution of problems confronting the State, such as

Health and Safety
Human Relations and Communications
Education
Criminal Justice
Community Development and Housing
Aging
Citizenship
Environment
Agriculture and Production

Activities classified in the above categories for which Continuing Education Units are to be awarded will meet at least the following standards:

1. The non-credit activity is planned in response to an assessment of educational needs for a specific target population.
2. There is a statement of objectives and rationale.
3. Content is selected and is organized in a sequential manner.
4. There is evidence of pre-planning which should include the opportunity for input by the target group to be served, the faculty area having content expertise, and continuing education personnel.
5. The activity is instructional and is approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.
6. There is provision for registration for individual participants.
7. Evaluation procedures are utilized, and criteria are established for awarding Continuing Education Units to individual students prior to the beginning of the activity.

Individuals who participate in Areas I and II activities will have individual records of their involvement submitted to and available from the institution. Continuing Education Units will be assigned to programs in advance and shall be awarded to individual participants who meet the criteria which have been determined in advance for satisfactory completion.

Virginia public institutions of higher education shall develop procedures for implementation of the Continuing Education Unit program in accordance with the policies of the State Council of Higher Education and the standards of the Southern Association of Colleges and Schools. Such procedures shall be submitted to the State Council for review by or before July 1, 1973 which shall be the effective beginning date for the program in Virginia.

The State Council of Higher Education shall collect data for the Continuing Education Unit activities of all public institutions at least semi-annually, and shall report these activities to the Governor, the General Assembly, and the Commonwealth at large, recording both head-count and full-time-equivalent enrollment utilizing formulae consistent with those applicable to credit enrollments in off-campus and on-campus continuing education activities.

Regional Consortia for Continuing Higher Education and the Continuing Education Advisory Committee shall advise the State Council of Higher Education on the supervision and development of the Continuing Education Unit programs by state-controlled institutions of higher education.

III. Procedures for Appeal.

A standing subcommittee of the Continuing Education Advisory Committee shall be the Coordinating Committee for Regional Consortia. Membership shall include one representative from each regional consortium, as nominated by the respective Boards of Directors and appointed by the Director of the State Council of Higher Education for Virginia, and a non-voting chairman from the staff of the State Council of Higher Education. The Coordinating Committee shall hear appeals of decisions of the various regional consortia in accordance with procedures to be established by the Committee, and shall deal with matters of inter-consortium concern. No institution shall have more than one representative on the Coordinating Committee.

UNIVERSITY OF VIRGINIA

UNIVERSITY OF VIRGINIA
SCHOOL OF CONTINUING EDUCATION

CEU PROGRAM APPROVAL

1. Title of Program_____

2. Program Objectives_____

3. Brief Description_____

4. Target Audience_____ Format_____ Level_____

5. Estimated Attendance_____ 6. Tentative Dates_____

7. Cooperating Non-Institutional Organizations_____

8. Total Clock Hours of Instruction_____ 9. Number of CEU's Recommended_____

10. Location_____

11. Source of Revenue_____

12. Instructors_____

13. Evaluation Procedure_____

14. Program Director_____

APPROVED: _____ Date_____
Center or Departmental Director

_____ Date_____
Dean of Continuing Education

COMMENTS:_____

SEE REVERSE SIDE FOR ELIGIBILITY.

ELIGIBLE OFFERINGS

Continuing Education Units shall be awarded only for educational programs which meet the basic criteria presented below. Programs can be classified in either of the following areas.

Area I: Programs which are wholly structured to provide skills and/or knowledge for occupational improvements in fields, such as

- The professions
- Business and industry
- Government
- Education
- Law and law enforcement
- Clerical services
- Trades and technologies
- Health services
- Agriculture and food production

Area II: Programs specifically organized to provide help in the solution of problems confronting the State, such as

- Health and safety
- Education
- Criminal justice
- Aging
- Citizenship
- Human relations and communications
- Community development and housing
- Environment
- Agriculture and production

Activities classified in the above categories for which Continuing Education Units are to be awarded will meet at least the following standards:

1. The non-credit activity is planned in response to an assessment of educational needs for a specific target population.
2. There is a statement of objectives and rationale.
3. Content is selected and is organized in a sequential manner.
4. There is evidence of pre-planning which should include the opportunity for input by the target group to be served, the faculty area having content expertise, and continuing education personnel.
5. The activity is instructional and is approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.
6. There is provision for registration for individual participants.
7. Evaluation procedures are utilized, and criteria are established for awarding Continuing Education Units to individual students prior to the beginning of the activity.

SOURCE: State Council of Higher Education for Virginia Policies for the Coordination of Continuing Education of State-Controlled Institutions of Higher Education in Virginia, October 19, 1972.

UNIVERSITY OF VIRGINIA

School of Continuing Education

Awards

2.1 Continuing Education Unit (s)

to

Jonathan Seagull

For satisfactory completion of 21 hours of organized instruction in

Investment Techniques for Managers

Date October 10, 1972

Program Director

The instructional program represented by this certificate was provided in accordance with the criteria and standards of the Southern Association of Colleges and Schools and the National Task Force on the Continuing Education Unit. (See overside for course description).

INVESTMENT TECHNIQUES FOR MANAGERS

The terminology of financial statements and manufacturing plant economics: cash flow and flow of funds in modern corporations as a basic tool for evaluating investments; factors affecting capital and cash flow such as discrete and continuous interest, depreciation and tax considerations. Minimum acceptable return, present worth and discounted cash flow were used to determine profitability. The quality of profitability criteria were tested with the statistical techniques of sensitivity and risk analysis. Participants solved illustrative problems using all of the decision-making techniques.

FLORIDA COMMUNITY COLLEGE SYSTEM

THE IMPLEMENTATION OF THE CONTINUING EDUCATION UNIT IN THE FLORIDA COMMUNITY COLLEGE SYSTEM

A Position Paper by the Members of the Ad Hoc Committee On Implementation of the Continuing Educaton Unit

Prepared for the Division of Community Colleges

AD HOC COMMITTEE ON IMPLEMENTATION OF THE CONTINUING EDUCATION UNIT

Maurice Cochran	Edison, Director of Continuing Education
Ambrose Garner	Miami-Dade, South, Vice President
William Gordon	Seminole, Director, Adult and Continuing Education
H. B. Hodgkins	Jacksonville, Registrar
Gilbert McNeal	Manatee, Registrar
Douglas Matthewson	Miami-Dade, South, Director of Admissions
Carrie Meek	Miami-Dade, North, Director, Division of Community Ser.
Robert Musselwhite	Pensacola, Dean of Evening Classes
Robert Rotterhoff	Central Florida, Dean of Academic Affairs
Plano B. Valdes	Hillsborough, Dean, Community Services
E. B. Wiley	St. Johns River, Associate Dean of Academic Affairs

Editor . . . . . Martha Brownlee
Educational Consultant
Division of Community Colleges

CONTINUING EDUCATION UNIT

INTRODUCTION

Florida's community college system takes pride in its rate of growth and acceptance of the philosophy of comprehensive education which has become the standard for the community college movement. The system began with four colleges whose primary purpose was to serve the university parallel function. Today the state has 28 community college districts which operate 61 campuses or centers offering comprehensive instruction.

In adopting this philosophy of comprehensive education and following the recommendations of the Council for the Study of Higher Education and the Community College Council, the Florida Legislature assigned three major functions to the community college. Florida Statutes provide that community colleges shall offer:

1. Freshman and sophomore education parallel to that commonly offered in the state universities;
2. Occupational education often referred to as vocational-technical education;
3. Program of education for adults.

In addition to these functions, the community colleges have become centers for community educational activities.

Accompanying the projected growth in community college enrollments are the rising costs of education. The only means by which fiscal responsibility can be achieved, rational conclusions can be drawn, and priorities established is through long-range planning at both the state and local levels. While the Florida system has been well planned from a statewide basis, inherent in its philosophy of operation is local autonomy for the development of programs. With planning at both the state and local levels the colleges can expand their activities to meet community needs in a balanced fashion. With thoughtful contemplation on the future, appropriate staff for unique programs and courses can be recruited and trained. In approaching these concerns, the Florida system of community colleges seeks inter-institutional cooperation in continuing education and community services. The continuing education unit, CEU, described in this paper provides one means of cooperation. The CEU identifies measures, and recognizes individual effort in special education programs for which academic credit is not awarded.

BACKGROUND AND OBJECTIVES

A National Planning Conference convened in Washington, D. C., in July of 1968 to determine interest among a number of associations, including the National University Extension Association, the American Association of Collegiate Registrars and Admissions Officers, the U. S. Civil Commission, and the U. S. Office of Education, to explore the possibilities of a uniform unit to measure noncredit continuing education activities. The interest and sense of urgency for a concerted national movement expressed at the planning conference resulted in the creation of a National Task Force to determine the feasibility of a uniform unit of measurement, to develop proposed criteria, standards, and operational procedures, and to field test the application of the continuing education unit.

Some specific objectives which the application of the CEU will fulfill are:

1. To systematize the recording and reporting system for participation in noncredit continuing education.
2. To provide a uniform system for accumulating quantitative data on participation in continuing education activities.

3. To permit the accumulation, updating, and transfer of an individual's continuing education record.
4. To encourage long-range educational goals and lifelong learning as a process of continuing education.
5. To make the pursuit of knowledge more attractive as a way of personal professional development.
6. To permit and encourage the typical adult student to marshall and utilize a host of continuing education resources to serve his particular needs.

The CEU is intended to serve all interests in continuing education, whether public or private, and whether individual, instructional, institutional, organizational, governmental or societal.

THE COLLEGE COMMISSION

On December 1, 1971, the College Commission of the Southern Association of Colleges and Schools (SACS), in recognition of the growing importance of the public service role of its membership through adult, extension, and continuing education programs, adopted a revised Standard Nine entitled, "Special Activities" that included the use of the continuing education unit as the standard unit of measure for participation in noncredit continuing education activities.

The revised Standard Nine requires that:

1. "Noncredit activities should be appropriately identified and recorded by means of the continuing education unit."
2. "The continuing education unit should be used as the basic unit of measurement for an individual's participation in an institution's offering of noncredit classes, courses, and programs."
3. "A CEU is defined as ten contact hours of participation in an organized continuing education (adult or extension) experience under responsible sponsorship, capable direction and qualified instruction."
4. The CEU records will serve as a part of the full-time equivalent student account for the institution." (A copy of Standard Nine is included in Appendix A)

RECOMMENDATIONS ON IMPLEMENTATION

In accordance with the National Task Force on the CEU and the handbook of guidelines presented by the Commission on Colleges and Schools, the ad hoc committee suggests the following procedures for implementation:

Administrative Requirements

1. Each institution should name a Program Administrator(s) responsible for recommending, directing, and advising with respect to the continuing education unit in the areas of budgeting, programming, instructional personnel assignments, and program summaries.
2. The Program Administrator should request and receive approval through the appropriate channels of the institution to award a specified number of CEU's for an activity prior to the time it is offered.
3. Upon completion of the learning experience, the Program Administrator should certify that the experience has been completed in a satisfactory manner by each individual for whom units are approved, and record this information for each participant.
4. Each institution should maintain permanent CEU record. The committee recommends that reporting be done in the office of the registrar.

Criteria for Awarding Individual Continuing Education Units

Each institution will develop and publish its own criteria for awarding CEU's

to include the following:

1. The noncredit activity is planned in response to an assessment of educational need for a specific target population.
2. There is a statement of objectives and rationale.
3. Content is selected and is organized in a sequential manner.
4. There is evidence of pre-planning which should include the opportunity for input by a representative of the target group to be served, the faculty area having content expertise, and continuing education personnel.
5. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.
6. There is a provision for registration for individual participants.
7. Appropriate evaluation procedures are utilized and criteria are established for awarding CEU's to individual students prior to the beginning of the activity. This may include the evaluation of student performance, instructional procedures and course effectiveness.

Record Keeping

The sponsoring institution or organization accepts responsibility for establishing and maintaining a permanent record of all units awarded. Records are to be available on a permanent basis, in a reproducible form, whether by individual or by continuing education activity, and are to be available on request.

The information to be recorded should include:

1. Course description and comparative level at which offered, if not inherently clear from the title.
2. Starting and ending dates of activity.
3. Location of program (on and off campus).
4. Format of program as described in Standard Nine.

The information to be recorded by each institution on the student's permanent record includes:

1. Name of individual student
2. Address of individual student
3. Social security number of individual student
4. Title of course or program
5. Number of continuing education units awarded

Optional information which may be recorded includes:

1. Evaluation of individual performance if available
2. Name of instructor or course director
3. Personal information about the student, i.e., telephone numbers, date of birth, educational background, employment, etc.
4. Cooperating sponsor--company, association, agency, or institution
5. Courses may be classified as to type, i.e., professional, liberal education, vocational-technical, job entry, in-service, etc. Indication of level, such as introductory, intermediate, or advanced, might also be useful.

The committee suggests that noncredit courses which are offered on a continuing basis be included in the college catalogs.

INSTITUTIONALLY RECORDED CEU'S

In addition to those activities for which CEU's are awarded on an individual basis, special activities of a public service nature which meet the following criteria will be accounted for in terms of institutionally recorded CEU's:

1. The activity is a planned experience of a continuing education nature.
2. The activity is sponsored by the academic or administrative unit(s) of the institution qualified to determine the quality of the program content and resource personnel.

3. Records of attendance are required for institutional reporting.

These special activities exclude entertainment-type activities and social events.

USES OF THE CONTINUING EDUCATION UNIT

Institutional Uses

The Continuing Education Unit can serve several significant roles within the educational institution. It might provide:

1. Effective internal coordination and accounting of noncredit classes, courses and programs.
2. Give a realistic base for budgetary and funding formulas for noncredit educational activities.
3. Serve as a base for the measure of faculty and staff participation in noncredit educational activities.
4. Serve as a reliable measure of resource utilization.
5. Be combined with records of credit activities to give an accurate analysis of the total educational program of an institution.

Suggested Applications

The following suggestions for the possible applications of the continuing education unit are offered for guidance and illustrations should not be considered as limitations on the situations in which the C.E. can be applied. Some possible applications of the unit are:

1. Continuing education intensive courses in technical and professional areas (i.e., for engineers, lawyers, doctors, teachers, etc.)
2. In-service training programs to improve competence in new techniques or technical areas.
3. Courses or classes which may be used in partial fulfillment of certificate or licensing requirements.
4. Programs sponsored by technical or industrial societies through community colleges which are designed to upgrade the performance of members in occupational or technical areas.
5. Liberal education programs for the general public.
6. Paraprofessional or subprofessional training programs.
7. Vocational training programs, either in-service or in preparation for entry positions.

Information Required and Reporting Method

In order to collect basic data about all noncredit activities and provide for uniform reporting throughout the Florida System of Community Colleges, the ad hoc committee recommends that the information called for in Appendix B be submitted to the Division.

CONCLUSIONS AND RECOMMENDATIONS

In accordance with the National Task Force on the CEU, and Standard Nine of the Southern Association, the ad hoc committee makes the following conclusions and recommendations in addition to those suggested previously.

The accumulation of learning experiences through noncredit continuing education and community services courses should be measured and recognized in terms of continuing education units, with one CEU representing ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

In recognition of the changes this may bring to each of the 28 institutions, it is recommended that each institution have its plan for the implementation of the continuing education unit in operation no later than fall, 1974.